

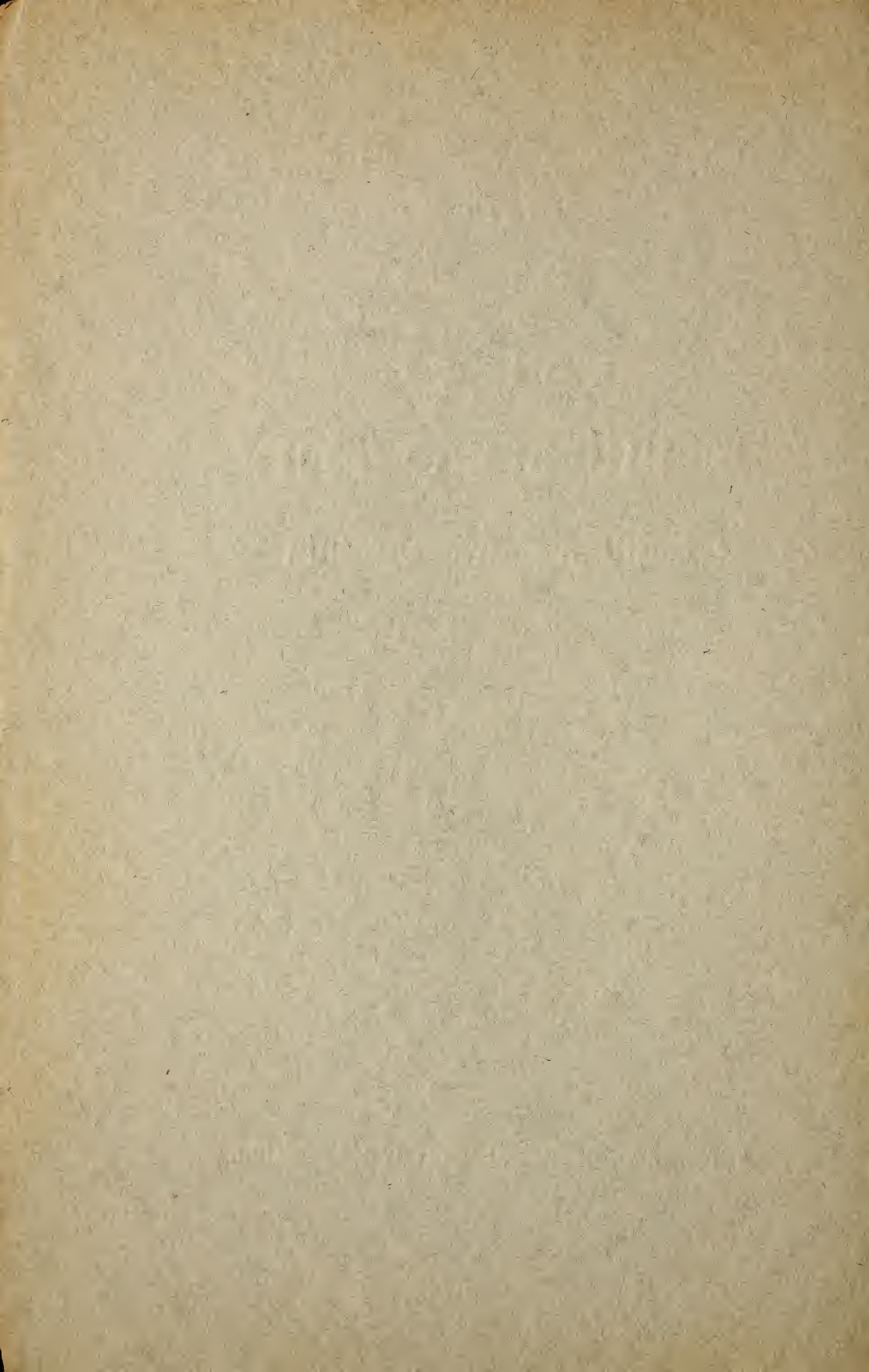
Vol. III. No. 5.

November, 1909.

Bulletin of the
**College of
William and Mary**
Williamsburg, Virginia



Virginia Educational Conference Edition.





COLLEGE OF WILLIAM AND MARY.

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VOL. III

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A Little Story of the Past.

From the vanished years there is gleaming yet
A quickening light for the years afar,
And the race shall perish whose sons forget:
From the days that were come the days that are.

About the Campus.



NOWHERE in America, perhaps, do memories of the past so thickly cluster as about the College of William and Mary. The College was chartered in 1693 by King William and Queen Mary, and its very name is suggestive of associations with an Old World and a New. Upon the campus stand the dormitories which bear, on the one hand, the name of the English estate of the wise Sir Robert Boyle, the Brafferton, and on the other the names of two of Virginia's illustrious sons, Ewell and Taliaferro. The President's house, accidentally destroyed by fire started by French troops during the siege of Yorktown, was restored at the private cost of a king of France. In the Library and on the college walls, hang the portraits of statesmen, warriors, poets, who were identified with the college in colonial and later times. Under the college Chapel are

the last resting places of men noted in the annals of early Virginia; among them that of the popular royal governor, Lord Botetourt, whose statue stands in front of the main building of the college. The campus itself is made sacred by the footsteps of the patriots, Washington, Jefferson, Marshall and Monroe.

The Story.

Fostered by the king and queen of England and under the care of the bishops of London, the work of the college progressed from the foundation. During the long incumbency of the able first president, Dr. James Blair, the main building of the college was unfortunately burned, though the work of teaching went forward in spite of the disaster. By 1711, the college had been rebuilt upon the old walls, and in 1723 the Brafferton building was erected and used at first as the Indian School. Later, the south wing was added to the college for a chapel, in 1732, and in the same year the President's house was completed. From then until the Revolution the college went on in her career of usefulness, with her faculty of seven, training men for the struggle that was to come.

The period of the Revolution brought great changes to William and Mary. Much of her revenue was lost. In future she was to be deprived of her tax of one penny per pound on tobacco; the export duty on skins and furs which had been levied for her, the duty on imported liquors, and the tax on peddlers, no longer went to fill her coffers; and a large proportion of the fees which she had received from the office of surveyor general, as well as many of her broad acres of land, were taken from her.

But it was in this period that William and Mary took the steps that have left the deepest impress upon American educa-

tion. In 1779, Jefferson, who had been made one of the visitors of the college, with the assistance of the college president, James Madison, induced the Board to change the courses in a radical manner. The college was made a university, with schools of modern languages and municipal law—the first of their kind in America. This broadening of the curriculum led to the establishment of the elective system of studies, which was then tried for the first time; and instruction, instead of being given by recitations, came to be given in lectures. At this time also the honor system, which has spread so far and wide, first came into being.

After the Revolution, the college enjoyed a season of prosperity, though here and there occurred years when the attendance was small. Under President Dew, "a teacher," says Herbert B. Adams, "whose doctrines entered into the political life of the Southern people," assisted by a remarkably able faculty, the attendance of the college was increased to one hundred and fifty in 1839. This was a larger number than had hitherto been enrolled in any one year. A brief period of unfortunate strife was followed by a revival of strength and influence under Presidents Johns and Ewell, until the fire of 1859, when, for a second time, the main building was destroyed, with the precious contents of the library. The building was restored by the next year.

In 1861 the war made it necessary to suspend the work of the college, and, as in the Revolution, the campus became the camping ground of armies. During the civil strife the main building was destroyed by fire for the third time, not, however, as before, by accident, but by the hands of the Federal soldiers.

After the war the college opened in 1865, with Colonel Benjamin S. Ewell as president, but for financial reasons it was

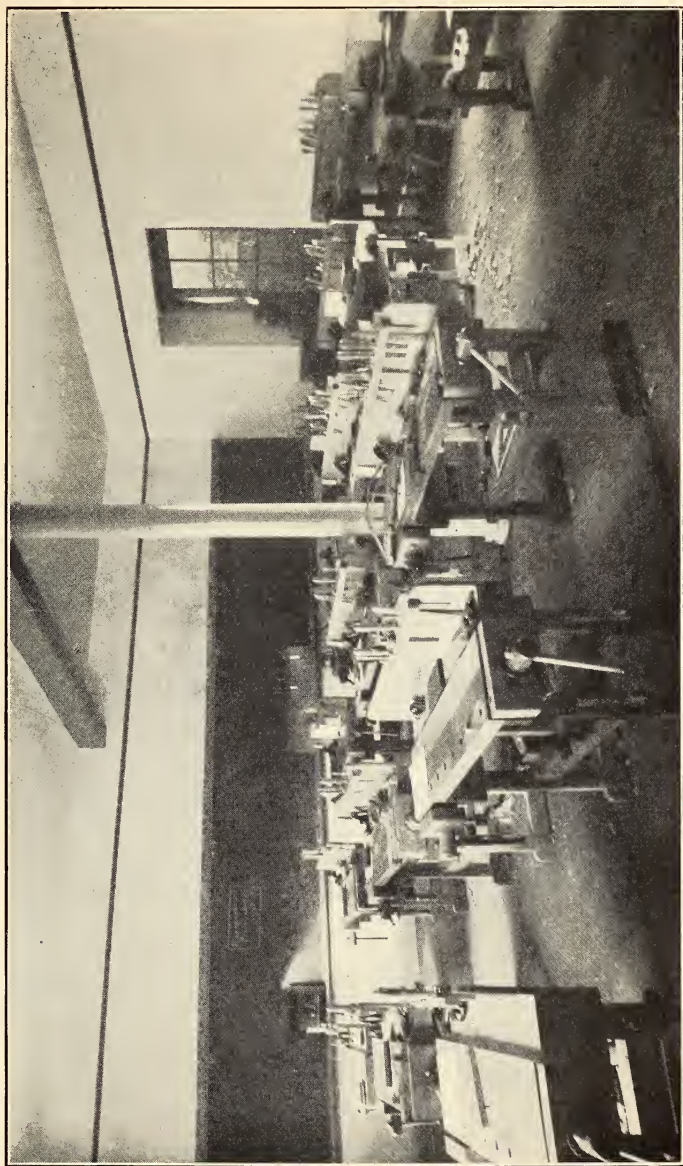
forced to close in 1881, until 1888, when, with the assistance of the State, it was reorganized and re-opened with Dr. Lyon G. Tyler, president. A period of new life and usefulness was begun and has continued until, at the present time, the college, with two hundred and thirty students enrolled at the beginning of the year, is in a more prosperous state than ever. In 1906, William and Mary became strictly a State institution, and is operated by a Board of Visitors appointed by the Governor of Virginia.

The City.

Within six miles of ancient Jamestown and the James River, only twelve miles from historic Yorktown, and itself teeming with storied associations, Williamsburg, the seat of the college, is yet in touch with the very heart of the Virginia of the present. Situated on the Chesapeake and Ohio Railroad, the town is easily reached from Norfolk and Newport News, and is within an hour's ride of Richmond.

Here in former days was the seat of Virginia government; here the royal governors lived—the palace green and terraced gardens may yet be seen; here are the foundations of the House of Burgesses, and the site of the famous Raleigh Tavern which was noted still in later times; Bruton Church, artistically restored; the Powder Horn, the Court House, the homes of Wythe and Blair and the Randolphs, and scores of interesting things are still to be seen in Williamsburg.

The town is beautiful and quaint in itself; old-fashioned in its buildings; full of green places and broad spreading trees; with wide attractive streets.



MANUAL TRAINING ROOM.

Past and Present.

The glorious past of the College of William and Mary is too familiar to need here a full presentation. The mere names of the presidents, *Jefferson, Monroe and Tyler*; the governors of Virginia, *Jefferson, Harrison, the Randolphs, Monroe, Page, Cabell, the Tylers, Nicholas, Preston, Giles, Tazewell, Robertson, and Gregory*; the great supreme justices, *Marshall, Blair, Bushrod Washington, and Barbour*; besides signers of the Declaration, members of the old House of Burgesses, of the National Congress, governors of other States, legislators, officials and eminent jurists—the very names in this imposing list of alumni suggest all that is best in constructive statesmanship. Said Senator George F. Hoar in Congress, speaking of William and Mary, “The great principles on which the rights of man depend, which inspired the statesmen of Virginia of the period of the Revolution, are the fruits of her teaching.”

As the old college did her part in laying the foundations, so she has faced the work of the building of the yet more glorious edifice. Professor Herbert B. Adams said, “The revival of that close connection between education and good citizenship made the College of William and Mary a seminary of statesmen.” Those builders of yore, with striking unanimity, left as their farewell counsel to posterity, the supreme importance of thorough general education of the people.

The new statesmanship aims foremost for this developing of the people who, by the terms of our great heritage, are the governing classes. This is the work upon which William and Mary now centers her attention. This is State and nation building of the most truly constructive sort. There is no reason to fear that her place in councils of State so long and honorably filled, will be left vacant by the boys of to-day, but her building now is primarily for public intelligence—the fundamental “principle upon which the rights of man depend!”

Some of the Builders.

Within the past twenty years teachers and educational administrators have been furnished to the State in large numbers. There are hundreds whom the college has faithfully trained and started in the work, but whom the State has failed to hold in this field of activity because the profession has not hitherto offered the opportunities they had earned. Some have turned to other States; some to other occupations. But of the many still in the Virginia educational field, the first selection made by the State Board of Education for expert supervision included twenty-one William and Mary men as Division Superintendents. Half of the present State Board of Examiners and half of all those who have been members of that Board since its organization are alumni of the college.

Now that there has arisen a true profession of public education, now that there is a field well worth the time and efforts of a capable, educated man, it is believed that the influence of William and Mary—the college that trains men to teach—will grow more apparent with each passing year.



PHYSICS LECTURE ROOM.

A Fortunate Combination.

William and Mary is one of the few institutions in which policy and circumstances have brought about a happy combination of a high-grade, scientific and classical college and teachers' training school. There is all the scholarly tone, spirit and traditions of the best of the colleges; for surely none is richer in historic associations. The life and organization of the students is distinctly collegiate. The prospective lawyer or doctor elects his courses with reference to his needs and finds them unaffected by any pedagogical bearing unless it be that professors are a little more careful in presentation where many of the students are trained to observe and judge teaching methods. The minister-to-be finds his classics and philosophy undiluted but psychology and principles of mind and character building particularly stressed.

On the other hand, William and Mary is unique in being the only institution in America devoted primarily to the training of men to teach. More than half of the men in attendance being State students under pledge to engage in teaching, the pedagogical point of view is dominant in organization of courses and methods. The institutional atmosphere breathes much of the dignity and spirit of service characteristic of a body of prospective teachers, but the student body is far too general in its composition to permit of any pedantic or narrowly professional air.

The future educational leader is most fortunate in this combination, and through him likewise the Commonwealth, whose institution the college is. He finds a course specifically adapted to his needs, yet laid out on broad and liberal lines. He is a member of one of the largest bodies of male teacher-students in the land, yet works elbow to elbow with those who see the world otherwise than as a field for pedagogical effort. His

unique and greatest advantage is in receiving a genuine "normal" course, coupled with the scholarly tone characteristic only of the high-grade college. Furthermore there is ever with him the strongest incentive to higher and broader preparation. On completing the teacher's course he finds himself with credits already made for approximately half the requirements of his bachelor's degree. Every encouragement is given him to continue and in a large proportion of cases the higher degree sooner or later follows the teachers' diploma. This fact is one of the most important phases of the service of William and Mary to Virginia in elevating the teaching force.

College Progress.

The Cary Athletic Field, the handsome gift of an honored friend for whom it is named, was opened for use this spring. Ample in size, well fenced, with an attractive grandstand, it is an addition which is very near to the hearts of the boys.

The new Library, formally opened with appropriate exercises last May, is an interesting adaptation of the quiet dignity of the finest colonial architecture of the Tidewater section. Its handsome, snow-white interior is adorned with many historic portraits and countless things of interest. A guide to these is being prepared at the suggestion of the students in College Hour. The cataloguing of the more than twenty thousand volumes is nearly completed, and additional stacks are being constructed. Night and day, the Library is a scene of intense student activity.

The Science Hall, completed in 1905, continues to receive important additions to its already good equipment in the departments of biology, physics and chemistry. The class work in botany, agriculture and nature study, closely related topics, has had a stimulus in the form of an attractive green-house.

The faculty has, within the past few years, been increased to eleven full professorships, four adjunct professorships, and as many assistant professorships besides the student assistants.

William and Mary has kept abreast of the progress in higher education through the South, made possible by the development of the elementary and secondary schools. During the past few years the entrance requirements have been steadily raised until now they are practically as high as those of any institution in the State, requiring the full fourteen units as standardized by the Carnegie Foundation.

Considering the advanced standards of entrance and other increased restrictions a falling off in attendance would have been expected, but on the contrary the growth has been steady. The enrollment this year is a little larger than last year, and larger than in any previous year of the two hundred and sixteen since the granting of the charter. As was expected, the preparation and development of the student body is better than before.

College Life and Activities.

The life of the student is varied on the intellectual side by the activities of two very live literary societies, the Literary Magazine, the College Annual, various intercollegiate contests in oratory and debate, and the dramatic society of "the Elizabethans" which presents classic plays during the session and a Shakesperian play at Commencement, and by a series of monthly popular lectures by members of the faculty and others.

College Hour affords a regularly recurring opportunity for students and faculty to confer together freely and frankly upon the question of college life. The many fraternities and social organizations, together with the delightful life of the historic and cultured old town, contribute to the student's social interest.

There are various active churches with their societies and brotherhoods, and the Young Men's Christian Association with its dozen or more Bible classes.

The many points of historic interest encourages much outdoor life and tramping, while the organized athletic effort finds abundant outlet in football, baseball, basket-ball, tennis, track and gymnastic teams.

Collegiate Degrees.

The degree of *Bachelor of Arts* from William and Mary, is the one borne by so many distinguished men of the past and present. It requires the equivalent of four years' work, counted as one hundred and twenty credits at the rate of fifteen lectures per week, and is based upon fourteen standard units of secondary work for entrance. The student elects his courses but must provide for certain prerequisites and include the following minimum requirements: Latin, 12 credits; English, 14; history, 6; Greek or modern language, 4; logic, 2; ethics, 2; psychology, 6; mathematics, 6; economics, 2; political economy, 3; chemistry and physical science, 10; biology, 5.

The *Bachelor of Science* degree, recently introduced into the college, is growing in popularity. The entrance requirements and credits are the same in amount as for the Bachelor of Arts degree, but differ in content. The courses required are English, 8 credits; history, 4; modern languages, 12; economics, 2; political science, 2; chemistry, 10; physics, 10; biology, 13; mathematics, 11; logic, 2; psychology, 6.

Other details as to entrance units required and as to grouping of college courses are set forth in the regular catalogue.

The *Master of Arts* degree is awarded to Bachelors of Arts upon the securing of twenty-five additional credits in the "higher group" studies and the acceptance of a graduating thesis.



CHEMICAL LABORATORY.

Non-Resident Work.

This college is the pioneer in this State in making it possible for its students to do some of their work away from the college. Study done *in absentia*, under the direction of the faculty, with special examinations, is accepted to the extent of thirty credits, provided that the student must already have credit to the extent of thirty points. Work done at other reputable colleges may be accepted, but before a degree is granted, at least thirty credits must have been obtained in residence at William and Mary. This makes it possible for our students to continue their work toward collegiate degrees while engaged in teaching.

The Teachers' Course.

Every student enjoying the benefits of a State scholarship is required to pursue, in prescribed order, one of the courses leading to the Teacher's Diploma. This diploma entitles the holder to a State Professional Certificate, good in any grade of schools in this State and renewable indefinitely.

The entrance conditions for these courses are a certificate of character and of honorable discharge from the last school attended and certificates or examination of such character as will demonstrate a good common school training and ability to carry profitably the first year's work of the Teachers' Course. While credits are allowed for equivalent work done elsewhere, they are subject to taking such reviews or advance courses as may be necessary to insure a teaching knowledge.

These courses aim to include:

1. A general education covering the whole secondary field and about two years of collegiate study.

2. Not less than three years of professional training and study, including as much of methods, observation and practice as is required in most American normal schools, but laying special stress upon the psychological, economic and social foundations and upon those larger views of educational fact and theory with which educational administration is particularly concerned.

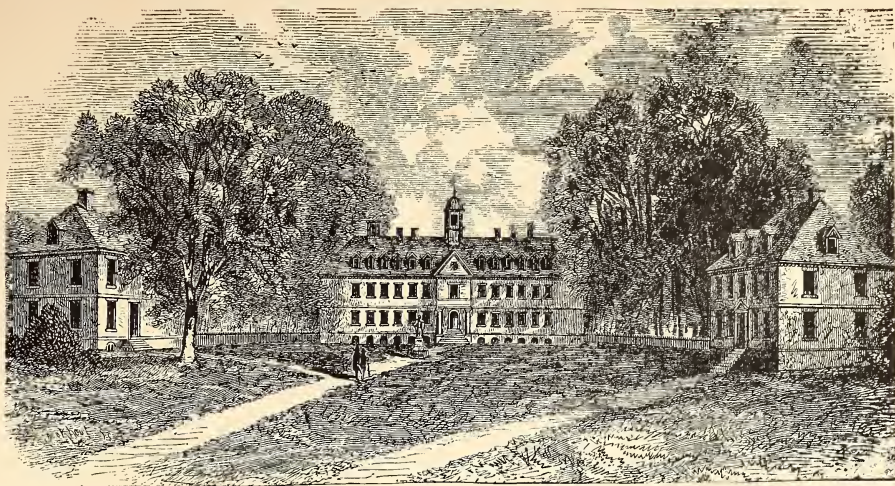
3. A sufficient training in and observation of the most modern features of public school curricula, as will make available for introduction into the schools of the State whatever is in them of permanent worth.

4. Sufficient specialization in the work of collegiate grade to prepare for the successful teaching of some portion of the secondary curriculum. This gives rise to the three courses offered which are identical in the work of the first two years, but differentiate in the last two as follows:

The *Teachers' Language History Course* prepares its graduates to teach high-school English, Latin, History, and mathematics or a modern language.

The *Teachers' Science Course* affords similar preparation in biology, physics, chemistry and mathematics or a modern language.

The *Agricultural and Industrial Course* gives special attention to training men for public school teaching of agriculture, manual arts, drawing, chemistry, etc.



BEFORE THE FIRE OF 1859.



AS REBUILT IN 1859.



TO-DAY.

Strictly Pedagogical.

Special preparation for the teaching of Normal classes in high schools may be made by electing certain additional courses. Among those of a purely professional character, required and elective, are the following:

DRAWING: Elementary and advanced mechanical, drafting, designing and black-board sketching, form-studies, type characteristics and methods for elementary and secondary schools.

MANUAL ARTS: Card-board and paper construction, weaving, basketry, pottery, designing, bent-iron work and sloyd; also advanced wood-working and methods for all grades.

NATURE STUDY in plant and animal life, elements of *agriculture* and plant physiology.

PSYCHOLOGY: *General* with related experiments and observation of applications at the Model School, one year. *Genetic psychology* and *Child Study*, theoretical and practical, one-half year each.

EDUCATION: *Principles and methods* of teaching, with closely related model school observations and reports, one year. *Practice teaching* under critic teacher, one-half year. *School systems*, State, national and foreign, one-half year. *School management*, psychological and practical, one-half year. *School supervision* for principals and superintendents, one-half year. *Moral education*, one-half year. *Philosophy of Education*, one-half year. *History of Education*, one year.

Scholarships and Expenses.

There is a large number of State scholarships which are awarded by the county superintendents, whereby, upon pledging himself to teach in the schools of Virginia for two years, the student may receive his tuition free. These scholarships also carry with them a reduced rate of board at the college boarding house.

In addition to these, there are several scholarships granted to high schools, and others in the college which may be won by excellence in work.

Expenses at the college are unusually light, since the fees are small and living in Williamsburg is remarkably cheap. The life of the college, though full of activities in which the student, if he wishes, may take part, is yet free from the expensive habits current at so many of our colleges. This reduction of expenses to the normal students of William and Mary is made possible by the desire of the Commonwealth to develop a body of men trained for and interested in its greatest responsibility—the education of its children.

Special Opportunities.

There are many young men in Virginia who desire to be teachers, but, unwilling to devote their time to the unprofitable employment offered in minor positions, are yet not competent to secure the better places.

There are graduates of high schools and colleges unable to utilize profitably the knowledge and ability attained because of lack of professional training.

There are teachers now filling positions which scarcely afford a living, who might well be influential and successful principals, professors or superintendents, had they but the opportunity for furthering their academic preparation and securing professional training.

There are capable, ambitious young men, without means to secure a college education but determined to make their lives count for themselves and for humanity, who earnestly desire to enter a work which in itself affords the best mental training and scholarly associations and at the same time will make an opportunity to pursue a college course.

THE BULLETIN BRINGS A MESSAGE.

to such men particularly. Virginia is as profoundly interested in their success as are they themselves. The Commonwealth has assumed the responsibility—and she recognizes none other as more imperative—of affording an education to every child within her limits. But the State can educate only through teachers. The children of Virginia deserve and must have the best of education, and this can be given only through the best teaching. Good teaching is dependent upon trained teachers and close, expert supervision.

To secure such teachers and experts, Virginia offers special inducements to young men through the college of William and Mary. Here is the liberal proposition in a nut-shell:

THE STATE OFFERS

A full professional and collegiate education of high-grade; free of all charges for tuition or fees.

Free use of excellent equipment and materials for general and special training including library, laboratories, shops, art rooms, green-house, dormitories, model and practice school, athletic grounds, gymnasium, and board at a special rate reduced by law to below cost; a position of dignity and salary commensurate with one's ability whenever the course has been finished, or at such time as it may be necessary to drop out of college for a while to earn funds for living expenses. All obligations are cancelled if the position cannot be found.

Opportunities to secure cash loans for necessary expenses, upon easy terms, so that in most cases repayment can be made out of increase of earnings.

Advancement from the bottom of the educational ladder to the positions of dignity, honor, refinement and good salaries at the top.

Preparation, equipment and assured position in a profession which is cultured, uplifting, worthy of the best that is in any man, that brings him into touch with public life and those who lead, which is probably the most rapidly progressing and promising of all professions—educational administration.

THE STATE ASKS IN RETURN ONLY

Faithful use of the opportunities offered, and the promise to try the profession for not less than two school years.

